



CHILDREN'S HOUSE
PRESCHOOL
HOME OF THE STORYBOOK JOURNEY

Children's House Preschool
Parent Handbook

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Mission

Children's House provides a culturally sensitive, enriching early childhood environment with the activities, equipment and leadership to prepare children — socially, emotionally, intellectually and physically – for success in school and in the community. Vision: Children's House believes all children – of every race, ability, native language, culture and socio-economic status – are entitled to thrive in an inclusive preschool program.

Children Accepted

The focus of the preschool is to serve children between the ages of 2 1/2 to 5. Children's House Preschool admits students of any race, color, national or ethnic origin, religion (creed), gender, or ability level to all the rights, privileges, programs and activities generally accorded or made available to students at the school. We do not discriminate based on race, color, national or ethnic origin, religion (creed), gender, disability, sexual orientation, age, marital or military status in administration of our educational policies, admissions policies, scholarships, employment or board membership. We comply with the City of Boulder's non-discrimination policy.

The staff will work to establish meaningful relationships between parents, children and public agencies to best meet the needs of each and every child.

Special Needs Children

The school welcomes children of all abilities. Those with special needs are served according to the requirements of the Americans with Disabilities Act. Such services include, but are not limited to: participation in each child's IEP review, application of the IEP goals to the classroom as deemed appropriate by the BVSD Special Education Department, and coordination with special education providers as needed. Upon request, and after a meeting with all parties, Children's House will work with outside therapists in the program as long as the goals of the therapist align with our program.

Diapering/Toilet Training

Children do not need to be toilet trained to participate at Children's House Preschool. Parents supply diapers/pull-ups and wipes. These should be labeled with your child's name and placed in the bathroom. All children need to have a full change of clothes including socks in a labeled, 1 gallon Ziploc bag to be kept at the school for emergencies. The program does not permit the use of cloth diapers. Clothing that is soiled by urine or feces is immediately placed in a plastic bag without rinsing, and sent home that day for laundering.

Staff will work with parents to ensure continuity with toilet training practices that are being used in the home. Staff will check diapers/pull-ups every 2 hours or as necessary and change when wet or soiled. Children are changed in the bathroom. We post in the bathroom, and follow Boulder County Health's diaper changing procedure.

Home Languages

Children's House Preschool serves its population using the English language. If a family attends our program and are speakers of another language, CHP will make every attempt to find a translator to volunteer their service for that family. If we are unable to find a volunteer, we will pay for translation services for conferences and school notices.

Weather

On inclement weather days, please listen to the radio and/or TV for school closures. Children's House Preschool will be closed when Boulder Valley Schools are closed. Each day that school is in session, parents should dress children appropriately for the weather. We take children outside on any day that is over 20°F, if children are unable to go outside due to weather, we will have large motor play inside. We also will have indoor large motor play if we are unable to go outside for any other reason including: air quality, winds, high UV index, or any other situation that makes it an unhealthy choice for children. Please apply sunblock to your child on sunny days throughout the school year, and make sure they have a hat.

Operating Schedule

The school is open from 8:30 a.m. to 3 p.m. Monday through Thursday, and 8:30 a.m. to 12 p.m. Fridays. The school operates two preschool sessions (morning and afternoon) and an optional lunch program.

<u>AM SESSION</u>	<u>ACTIVITY</u>	<u>PM SESSION</u>
8:30-9:40	Free Choice: art, dramatic play, block play, fine manipulatives	12:30-1:40
9:40-9:50	Large Group Circle time: welcome song, music and movement	1:40-1:50
9:50-10:05	Snack	1:50-2:05
10:05-10:15	Bathroom and quiet book time	2:05-2:15
10:15-10:50	Outside Or inside large-motor activity	2:15-2:50
	Outside clean-up	
10:50-11:00	Story and Goodbye Song	2:50-3:00
11:00-12:00	Extended day/lunch	
12:00 – 12:30	Extra Care/ quiet time	

Calendar

Our annual calendar is posted on our website and available for download from the office. During the school year we follow Boulder Valley School District (BVSD) for all main holidays. The exceptions are for some of the professional days – please see our calendar for details. Our school year begins the Tuesday after Labor Day and finishes the Friday before Memorial Day. Our summer program runs from early June through the 3rd week of August.

Snow Days

For snow day closures, we will send out a notice through our school communication platform StoryPark. We follow the Boulder Valley School District for all safety related closures (snow, flood, etc.). Announcements are also made on radio and television as well as on the BVSD website where a red light means schools are closed.

www.bvdsd.org.

Admission and Registration

To enroll a child in the school, parents must complete a registration form, a financial agreement form, health forms, a confidential form pertaining to social information on the child/family, and any other forms required by state regulatory or licensing bodies. A link will be sent for parents to fill out all emergency and contact information. This system will also ask parents to create a password with a minimum of 6 characters which will be used to sign children in and out of school. Children are enrolled on a space-available basis, with first priority given to currently-enrolled families. If necessary, a waitlist will be developed and applied on a first-come, first-served basis.

Tuition/Fees

Tuition is due between the 1st and the 5th of each month unless arrangements for an alternate pay schedule are made in advance with the director. If an account becomes 4 weeks overdue without prior arrangements, the child will be unable to attend until the account is brought up to date, or arrangements have been made. Returned checks will incur a \$25 service charge. **No refunds or make up days will be provided for absences or vacations.** An annual non-refundable fee of \$50 is due upon completion of a registration form.

Annual tuition is divided into 9 equal installments and does not change based on the number of days in each month. The first is a non-refundable deposit due June 1st which guarantees your placement, and counts as your final month's payment, provided the child attends for the full year or one-month notice is given for early withdrawal. The remaining payments are made the first of the month from September to April. There will be no invoice in May unless the schedule has been changed during the year. In this case there will be an invoice for the difference in schedule. Payments made after the 7th of each month are delinquent and will have a late fee of \$5.00 per week added on unless prior arrangements are made. Families starting later in the school year are required to pay the deposit upon acceptance to reserve their place, and will be charged monthly for attended months only. Full annual payments before September 1st receive a 2% discount.

Drop in days/hours are available if there is space in that session. Parents can contact us if they need a little extra care. The cost is \$12 an hour. This is provided as an additional service to parents on a temporary basis, and not as an alternative to tuition. If you wish to increase your child's schedule on a permanent basis, please refer to the registration form for costs. Lunch bunch slots can be either permanent or drop-in, as space allows. There is always space for morning children to attend the lunch bunch, afternoon children will need to ring for availability.

Withdrawals/Schedule Changes/Terminations

Please be aware withdrawal from the preschool program requires a 4-week advance written notice. Upon registration, parents must recognize that they are making a financial commitment to the program for the full school year. Occasionally, parents find it necessary to change a child's schedule mid-term. Please understand that a reduction in hours results in a loss of budgeted revenue for the school and necessitates an increase in administrative work. To avoid an additional fee, we require a minimum of one month's notification for reduction of hours, or cancellation of a child's schedule. The fee assessed will be equal to the difference in tuition if insufficient notice is given no fee will be assessed if a parent wishes to increase a child's hours and space is available.

Suspension/Expulsion Policy

State of Colorado requires preschools to enact a suspension/expulsion policy. Our program believes this is a last resort to be rarely enacted. Please refer to our Specific Guidance Strategy Guidelines for our ongoing philosophy for positive instruction.

If a child's behavior or actions is deemed to be a safety risk to oneself or others:

Steps to be taken:

1. Meet with the parent or primary caregiver to discuss the concern.
2. Develop accommodations with the teaching staff and the parent. Document positive instruction, discipline and consequences
3. After all efforts have been exhausted to correct the situation, we will notify the parent in writing.

Arrival

Parents or caregivers bring their child into the cubby area and assist their child in finding their cubby nametag, then choose an available cubby and place belongings inside the cubby. The nametag is attached by Velcro to the front of the cubby. The parent then places the water bottle that is labeled with the child's name into the water bottle bin. If the child stays for lunch, parents place the lunchbox on the lunchbox shelf.

The parent or caregivers then must sign the child in through the electronic sign-in system using a code created during the online enrollment process BEFORE entering the classroom. Caregivers can be allocated separate codes by the family so there is a record of exactly who dropped off and picked up a child. This is also a security measure to prevent any unauthorized persons picking a child up. This electronic system is not only being used for signing in, teachers use it to track how many children are in attendance, contacting parents in case of an emergency, and having access to all emergency information and contacts at all times including field trips.

In case of a rainy or snowy day, staff will ask children to take off wet shoes/boots and place them on a shoe tray located in the cubby area. Parents are encouraged to bring a pair of dry inside shoes or slippers on wet days.

Personal Belongings

1) Toys: **We ask that toys from home not be brought to school.** Stuffed animals, blankets or toys that are used for security are acceptable. Teachers will have conversations about these security items, and often the need for such articles soon falls away once the child becomes accustomed to their new schedule.

2) Clothing: Play clothes are best for children to allow for participation in all activities. We suggest going to a Thrift store, and allowing children to pick out a few special “preschool outfits” that will not have any special significance in the case of staining. Tennis or rubber soled shoes are better suited for active play, and we recommend against Crocs for outside shoe ware. A complete change of clothes, labeled, can be left at school in a one-gallon zip lock bag. Please label all coats, sweaters and boots.

Departure

When a parent or a caregiver come to pick up their child, they can gather belongings: water bottle, artwork, lunchbox etc. in the cubby area. Teachers will sing the “Goodbye Song” and dismiss each child individually from the classroom when the teacher sees the appropriate adult. Parents and caregivers will use the electronic system to sign their child out.

Safety for Transporting

All children must be transported to and from school in an approved child seat suitable for their height and weight. When walking in the neighborhood, please be aware of your child and traffic, if possible, hold children’s hands when crossing the street.

School Bus Transport

If a child arrives by school bus, a teacher will go out and get the child off the bus. The teacher will sign them in and organize their cubby, lunchbox and water bottle following our Arrival Policy Procedures. Teachers will then ensure that the child is ready by departure time, signs the child out and escorts them to the bus.

Interactions at Drop Off

Every child and parent will be greeted by a staff member. If a new adult is dropping off a child, the staff member will introduce themselves. A staff member will facilitate transition for each family to ensure all questions are answered and all steps of the drop off are followed. A Parent/Teacher Communication form is available by the sign-in book in case parents would like to communicate a non-urgent message or request a personal call or meeting for teachers to follow up on. In the case of sensitive information that needs to be communicated by a staff member or by a parent, we ask that this is done in privacy, either in the office if our teacher/ratio allows it or in a quiet corner of the classroom.

Authorized/Unauthorized Pick-Up

Please update the electronic records with the names of carpool drivers and authorized adults who will be picking up your child. All people picking up a child must have a code to use the sign out system, for last minute changes, email the school the full name and phone number of the person to be authorized and they will be added to the system, alternately, parents can add anyone to their emergency contacts at any time from home **Photo I.D. is required for ALL people picking up a child for the first time.** No unauthorized person will be allowed to pick

up a child. If such a person would attempt to have a child released to him/her, one teacher would detain the person while another teacher would take the child to the office and call parents to see if there was a mix-up or 911 if the person was insistent and uncooperative. Staff will not release a child to any adult who appears to be impaired even if they are authorized.

Late Pick-up

At the end of the day, the Director will designate one teacher to check the sign-out sheet, the bathrooms, the classroom and the playground to ensure that all children have gone home. Another designated teacher will secure the doors, check the stove, and turn out the light. In the event that a child's ride home is late, phone calls will be made to parents and/or authorized persons to have the child picked up from the center. Teachers will remain until all children have been picked up from the center. In the event that no authorized pick-up person can be located for a child, Social Services and/or the police will be notified.

Field Trips

During the course of the year, field trips may be planned. Some will be by foot and others will be city bus. Some short walking trips may not be planned in advance, and permission for walking field trips is on our enrollment forms.

Vehicle Safety on Field Trips

We may ask parents to drive to a field trip location for drop off and pick up. Generally speaking, we do not use parent vehicles for field trips. If we do, parents willing to be drivers for our field trip need to fill out a transportation form. Proof of insurance and a valid driver's license will be required. As per state law, all children fewer than 57 inches tall must be in a car seat provided by the parents, children 4 and up weighing over 40 pounds can use a booster seat. Children will not be permitted to ride in a front seat. In the event of an accident, emergency personnel and parents would be notified immediately according to our Health and Safety policy.

Late Arrival on Field Trip Day

Prior to children leaving on field trips, phone calls are made to children who are expected but have not yet arrived at school. When the class departs, a notice is hung on the door describing where the preschoolers are, including the address of and directions to the field trip location, the expected return time to the preschool, and the teachers' cell phone number. The school ensures proper ratios for child care while off-site. However, parents who bring children late to a field trip location must check in with the director to confirm that appropriate vehicle arrangements for return to the school are available.

Visitors

All visitors must check in with staff and then sign their name and address into our visitor's sign-in book. At no time will any visitor be allowed to be alone with a child or children.

Supervision

The children are supervised at all times within our schoolhouse and on our playground. Supervisory staffing meets a 1:8 ratio at all times, or as low as 1:6 depending on the activities exceeding the state requirement of 1:10 for such. Children will be counted at the beginning of each session, after everyone has signed in. Children are counted again at large group time, during outside time, at all transitions and again when children return inside.

Meals/Snacks/Birthdays

Snack for the morning and afternoon sessions is provided by the preschool. On the dry erase board located on the landing of the stairs, we will list items needed to supplement our snacks. Donated food is always appreciated, and is one way for families to help our school. We ask you to sign your child's name next to the items you bring so we know who to thank at snack time. We also ask that you fill in the donation book so we can track your donations for reporting to grantees. The purchase of group snack is not required. Children should bring a labelled

water bottle from home in order to track the amount of your child's water intake. Teachers will encourage children to drink water throughout the day, and make water accessible at all times.

Lunches must be packed from home. We recommend that parents use small reusable, well sealing containers for both food and drinks. Disposable drink containers are often left unfinished, and there is no way to send it home without mess. We will always have children start with their healthiest food before allowing them to eat "snacks". Please try to pack healthy, appropriate sized lunches. We discourage the inclusion of candy and soda. Boulder County Health Department recommends sending children with a water bottle as their only liquids for the day. All leftovers will be returned at the end of the day so parents can monitor food consumption unless teachers are requested to do otherwise. We will not serve Gatorade or Pedialyte drinks to children as it has been shown they can cause kidney damage if consumed in excess.

For safety reasons, Children's House will not serve the following foods to children under the age of 4 even if sent from home: these include: hard pretzels, whole grapes, popcorn, hotdogs whole or sliced (spear cut is ok), nuts, raw peas, spoonful of peanut butter, chunks of raw carrots or meat that is larger than can be swallowed whole.

Teachers or an adult volunteer will sit and eat with children during snack, and engage children in conversation during snack and meal times. Children's House recognizes that socializing during eating times is a wonderful opportunity to develop mealtime etiquette.

We are happy to have children celebrate their birthday at school. Please contact one of the teachers to make arrangements a week or so in advance. We would like to suggest non-food based celebrations for the children at school such as donating a favorite book to the school to be read on the day, or donating outdoor activity supplies. Children are welcome to bring in a favorite fruit or commercially prepared snack to share from home; however, due to Boulder County Health Department regulations, home baked goods can no longer be brought in and shared. Teachers will joyously celebrate any child's life. If your child's birthday does not fall within the school year, we celebrate "un-birthdays"; this is where children can choose a day to honor their life during the school year.

Due to the severity of certain allergic reactions, Children's House Preschool is a nut free facility. Food will not be used as a reward, or withheld as a punishment.

Daily Activity

Outdoor time is an integral part of our day and education model. Children are expected to dress appropriately for the range of Colorado temperature fluctuations, and for active play. At a minimum, children will have 35 minutes of outdoor time for each 2 ½ hour session, either on the playground, or in nature. When weather prohibits outdoor time, that time will be used for large motor engagement indoors. We focus on 3 main areas of physical growth: travelling skills (body movement), balancing skills, and gross motor manipulative skills (throwing, catching, kicking etc.) Social emotional growth is promoted through turn-taking, developing confidence to try new activities/games. Cognitive development is facilitated by learning rules/words to new games.

Computer, TV and Video

The school is not equipped with a television or video player and does not include these activities in its curriculum. There is no computer in the classroom for child use. Screen time is for research only, i.e. a teacher and child researching a question, and will be controlled by the teacher always.

Parent Communication

Parents are an integral part of our program. You are always welcome to visit and are free to discuss with a teacher any questions which may arise. It is best to make an appointment, and not use pick up or drop off times to get a teachers' attention. Transitions are the busiest time, and for safety reasons, a time when teachers' full attention

needs to be focused on which children are coming or going. Parent communication forms are located on a clipboard in the Cubby area. Feel free to communicate any questions you have regarding your child. We ask that any questions that don't need an immediate response be left on voice mail during office hours or sent via email. All business related questions should be referred to the office.

Parent meetings and conferences are scheduled at the beginning of the school year, and towards the latter part of the year. Conferences are scheduled for 20 minutes. We are always happy to meet with parents throughout the year to discuss goals. Goals for your children can be included on the Confidential Form filled out at the beginning of the school year, or goals can be added during our school year. Please feel free to speak to a staff member any time you have an observation or question concerning your child. For children moving into kindergarten at the end of the school year, teachers will provide resources and guidance to help families with open-enrollment, and ideas to help ensure a harmonious transition.

Newsletters will be emailed weekly, or you can request a paper copy, it will also be posted on our website every week to keep you updated with our program. It will give details of curriculum, planned field trips and other activities. Please frequently check the sign-in area for posted information.

Parents' emails are added to our group email, Mail Chimp, and we will use this server for sending emails and weekly newsletters to the whole class. We will send all personal emails through our regular email account. Emails to the school should be sent directly to our school email address. Please let us know if you would prefer a paper copy of any notices and we will put them in your parent mailbox. All school notices will also be posted on our Facebook page.

We use an online portfolio system called "Storypark". This site allows staff to share photos, videos and stories directly with families, and for families then to comment and have a dialogue with the teachers. An email will be sent out the first week of school inviting you to join, to preview the site, go to www.storypark.com. Parents can invite family members such as grandparents or nannies to join the community so that everyone is getting the information they need to stay connected.

Summary

- Website <http://childrenshousepreschool.org/happenings/> : blogs, articles of interest, cooking with kids etc.
- Facebook "Like" us on our website www.childrenshousepreschool.org or go to <https://www.facebook.com/pages/Childrens-House-Preschool/134370429949207> articles of interest
- Storypark www.storypark.com : individual stories and videos for family viewing, ability to communicate with teachers
- Email Info@childrenshousepreschool.org Michael@childrenshousepreschool.org or Elaine@childrenshousepreschool.org.

The Curriculum

Children's House Preschool uses the Storybook Journey approach to develop our unique child centered curriculum. The tenets are based on Howard Gardener's Multiple Intelligences Theory, so that different learning styles are supported in the classroom, and influenced by Reggio Emilia and constructivist theory.

The Curriculum

- Is emergent and follows the children's interests
- Is assessment supported
- Provides for the physical, social/emotional, language, aesthetic, and cognitive development of the children
- Is socially relevant
- Is intellectually engaging
- Is personally meaningful to the children
- Builds upon what children already know and are able to do
- Integrates content matter
- Makes meaningful connections
- Supports children's home cultures
- Includes goals that are realistic and attainable, and individualized for each student's development
- Allows children to represent their knowledge in a wide variety of ways

Children's House Preschool believes in the benefits of child-centered, play-based learning. We believe that a child's interest, strengths and needs drive learning. Through effective observation strategies and through children's questions and actions, teachers come to understand the unique characteristics of every child. The critical role of the environment is also very important. Educators understand how to design and devise flexible activities, local field trips and materials, along with open-ended activities and a project approach. Documentation through examples of children's work hung around the classroom and weekly communications to families full of pictures, serve to make learning visible, spark discussion, extend ideas and further learning. Each week parents are emailed our weekly plans, allowing them to know the different activities available for their child to participate in.

Curriculum Philosophy

Children's House Preschool's curriculum draws on the ideas, skills and experiences of both educators and families when designing activities and creating programming. The curriculum philosophy is aligned with Teaching Strategies Gold objectives which are aligned with the Colorado Common Core Standards and guided by the NAEYC standards. It can best be described as developmentally based and child directed. It is a fluid, dynamic curriculum that is consistently based upon the following principles:

- **Developmentally based:** children at all developmental levels can access each activity. Activities are open-ended with a variety of possible outcomes. What is important is the process, not the end product.
- **Team planning:** each educator contributes to the planning of the daily activities in all classrooms. Families are encouraged to contribute their own personal skills and hobbies as well as their cultural and personal identities to enhance and extend classroom activities and to plan enrichment programs that will be open to children enrolled in the school.
- **Child centered:** With a thorough understanding of each individual child's interests and readiness, educators select activities that are relevant and exciting and that encourage exploration and discovery while enhancing the child's emerging skills. Educators monitor the level of engagement and will extend activities if a particular subject emerges about which the children show a great deal of interest.
- **Field trips, special visitors and all school family events** are planned to enrich daily classroom activities and to develop a family support community within the school.

Assessment

The purposes of assessment is to document milestones and development as well as progress towards individual stated goals, and to identify challenges and required interventions. Upon entering the program, parents are given the Ages and Stages Questionnaire (ASQ) and have the option to screen their children to gain awareness of their child's current abilities, which we ask to have filled out within the first 3 months of their preschool start date. The results of this screening will then be the basis to support an emerging curriculum.

We use assessment to plan and implement curriculum, determine individual and whole class progress, and to inform and initiate targeted objectives.

Procedures for assessing children include anecdotal notes, checklists based on Teaching Strategies Gold objectives, and a portfolio collection of authentic artifacts, done continually throughout the school year. Children are evaluated informally in the classroom in a consistent and ongoing basis, where the child feels comfortable, and by familiar adults. Each week, staff meet to discuss various children's needs, progress and activities that will support next steps.

Our timeline for assessment is as follows:

- On entry staff review intake forms and ASQ results when submitted
- Parent's receive a written report on their child's first day
- Ongoing work sampling is collected from September through May for each child to create a memory book. Memory books are used throughout the year to assess various developmental milestones
- Assessment information is shared with parents in the Fall and Spring, or as requested, through either parent/teacher conferences and/or written reports
- Preschool Progress Reports are conducted before each conference
- Monthly stories are shared with families through our online portfolio – Storypark
- Art checklists document each child's participation in individual projects to document skill acquisition

Formal assessments and screenings are done for specific reasons, with the consent of parents and by a trained, experienced professional – i.e. teacher or consultant. Parent permission is required prior to formal testing, and results are discussed during conferences.

We follow ethical standards for maintaining confidentiality of assessments. Parents may ask to view any assessment information at any time. State required forms with confidential information and evaluation results are kept in the children's files in the office area. Daily assessments and behavioral observations are kept in confidential files within the classroom. They are used to help teachers plan both individual and whole class activities. Portfolios are openly displayed for parents and children to view as no confidential information is included in them. Written permission is required for any school records to be shared with persons other than family.

Parents may contribute to assessment data in several ways. Parents are consistently asked for information about children during daily discussions at drop off and pick up times, or during conferences. A Parent/Teacher Communication form is located by the sign-in area, so that parents can request a private conversation with a teacher. Parents can also use the conversation tool on Storypark for confidential communication, as well as to add their own stories and observations.

Health and Safety Issues

Each child must present a statement or certificate from his/her physician showing s/he has had a physical exam within the last year. A State Certificate of Immunizations signed by a qualified health official must also be presented. All parents need to be aware that some enrolled students may not be immunized, due to medical or personal exemptions as allowed by the State. Children who are either under immunized, or exempt from immunizations will be excluded from attending preschool in the event of an outbreak of a vaccine preventable disease.

No child will be permitted to attend school with a communicable disease, a temperature, a new cold, or if s/he shows signs of any illness. Fever is considered:

- Rectal, Ear or Forehead temperature: 100.4° F (38.0° C) or higher
 - Oral or Mouth temperature: 100° F (37.8° C) or higher
 - Under the arm (Armpit) temperature: 99° F (37.2° C) or higher
- Parents should notify the school if a child is to be absent. Please notify the school of the nature of any illness. **For a child to return to school after an illness, they must be 24 hours fever free without the use of medication.**

If a child has been to see a doctor about an illness, a return to school form will need to be received from the medical facility.

Notice of Inclusion

A doctor's note is required, as proof that a health care provider has appropriately treated the child, or ruled out a contagious condition, if management suspects this to be a real possibility. A doctor, nurse practitioner or physician assistant must sign all notes. In addition, the following schedule will be used as the earliest inclusion times or the conditions listed:

- Conjunctivitis: One full day after medication has started
- RSV: (respiratory syncytial virus): 5-7 days after onset
- Lice, scabies, other infestations: 1 full day after treatment has been given/once their scalp is completely clear of all active lice or signs of eggs.
- Impetigo: 1 full day after treatment has begun
- Strep Throat: 2 days after initial dose of antibiotics has started
- Chicken Pox: All sores must be completely crusted over
- Coxsackie Virus: All sores in mouth must be gone and no fluid filled blisters
- Pertussis: 5 days of appropriate antibiotic treatment
- Mumps: 9 days after parotid gland swelling begins
- Measles: At least 6 days after onset of rash
- Hepatitis A Virus: 7 days or as directed by the Health Department when passive immunoprophylaxis has been administered to appropriate children and staff
- Ringworm: Lesion(s) must be covered with appropriate bandage.
- Molluscum Contagiosum: Affected areas must be covered and child may not participate in communal water activities.

Please let the center know when your child has something that is contagious. Exposure notices give parents a chance to plan, and keep an extra close eye on their child.

Children's House will contact the local health department regarding any communicable diseases reported to the director. The preschool uses Infectious Diseases for Providers as its guideline. The director requests parents to report a child's exposure to any communicable disease outside of the preschool. It will be at the director's discretion if the child will be excluded from attendance at the school. The duration of time will be for such time designated by the child's physician or by the local health department.

If a child becomes ill at school, s/he will be taken to the office, made comfortable, and parents or designated emergency person will be contacted to immediately take the child home. In case of an accident, all teachers at Children's House Preschool have their pediatric CPR, Universal Precautions, and First Aid classes. State laws limit the extent of the first aid we can administer. We are permitted to wash an abrasion, apply ice and a Band-Aid. If an injury should require more than this, we will make every effort to contact you or someone on your emergency contact list. If necessary, we will call the child's physician and an ambulance. Please keep us up to date on phone numbers and emergency contacts.

Serious Illness or Accident During Operating Hours

In the event of a serious accident or illness, the Director or Assistant Director is authorized to have the child taken to Concentra Urgent Care 3300 28th St Boulder, CO 80301 Phone: [303.541.9090](tel:303.541.9090), or to call for an ambulance transport. Every attempt will be made to contact the parents via telephone. All emergency numbers will be exhausted. Medical Consent Authorization is kept on file at the Center in the event of such a situation. No child may be permitted into any Children's House Program without this form being signed.

Medication Administration

For the safety of all children, Children's House Preschool does not administer medications, whether over-the-counter or prescription, as a general rule. It is strongly recommended that every possible means be taken to give children medication at home. If a serious condition makes it apparent and necessary for a child to take medication at the preschool, please consult with the Executive Director. In those cases, the following steps must be in place:

- written authorization from the person with prescriptive authority stating the child's name, medication, medication route, dosage, time to be given, # of days specified and possible side effects to observe
- medication must be properly identified and in its original labeled container from the pharmacy
- written permission by the parents authorizing the preschool to administer the medication
- written documentation in our medication log
- storage of the medication in a clean Ziploc bag will be in a lock box in the kitchen cabinet out of children's reach

Current law prohibits teachers to administer vitamins, homeopathic medicines, teas or tinctures or medicated lip balm. Children's House Preschool will not apply products containing DEET except in the event that Boulder County Health Dept. instructs the public to do so in the case of an insect born disease outbreak. Staff will apply insect repellent no more than 1x a day, and only with written parental permission.

Emergencies

Children will periodically take part in emergency drills so that appropriate action can be taken by both children and staff in the event of a real emergency.

1) Lost/stranded children: Should a child become lost, local law enforcement officials would be immediately notified, as well as the parents of the child. Should a child become stranded at the school during a blizzard or violent storm, they would be made comfortable, fed and given a place to rest by staff members who would stay with them until the child is safely with their parents.

2) Fire: Lead teacher will gather children at back door and head to the gazebo. Lead teacher will be in charge of children and counting the children. Assistant teacher will retrieve sign-in book (which includes parent contacts) and first-aid kit and join the children. Third teacher will perform a sweep of the playground/classroom to insure no children are left behind, and join the children.

3) Tornado: In case of an impending tornado, the children will be taken to the basement crawl space of Children's House. Once safe conditions exist, calls will be made to parents, and teachers will remain until the last child has been picked up. In case of a tornado watch, the city will alert teachers to these weather conditions. A watch means weather conditions are right for a tornado; a watch does not mean a tornado has been spotted. Teachers will remain informed of weather conditions via an emergency radio and take above-stated actions should an actual tornado be spotted.

4) Flood: Children's House Preschool is not located on the Boulder Creek flood plain. However, if flood conditions do exist, teachers will notify the Fire Department, and calls will be made to parents who will be encouraged to pick up children when roads, traffic and weather conditions allow.

Plan for reuniting families:

Families will be contacted through the automated message system, and by cell phone. Children will be walked to Safeway (3325 28th Street) for parent pick-up.

Lockdown and Lockout drills

If children are outside, teachers will gather children, and bring them inside. Lead teacher will be in charge of children and counting the children. Second outside teacher will perform a sweep of the playground to insure no children are left behind. Lead teacher will take the sign-in book on way to crawl space. Third teacher will take first aid kit and water bottle bin.

If children are inside: Lead teacher is in charge of taking children and sign-in book, (which includes parent contacts) down into the crawl space. Second teacher will get, first aid kit and water bottle bin, and phone to take to crawl space. Third teacher performs a sweep of the school to insure no children are left behind.

If a child who uses a wheelchair is present, the third teacher will take the child into the inner bathroom, perform a sweep of the school to insure no children are left behind, and rejoin the child in the bathroom. (Bathroom is equipped with a first aid kit.) And Second teacher will get first aid kit and water bottle bin, on the way to join children and lead teacher in crawl space.

Plan for reuniting families:

Families will be contacted through the automated message system, and by cell phone. Children will be picked-up at school when the threat is resolved.

Discipline/Guidance

Our philosophy and goals for disciplining a child aim to lay a foundation for a lifetime of wise decision-making. By this we mean children will be able to discern what a wise decision is internally, rather than having control and responsibility placed on them by an authority figure.

Teachers provide positive, consistent guidance based on the children's individual needs and development. We emphasize positive social interactions between all members (adult and child) of our school community by:

- Thinking about the needs of others
- Listening to each other
- Respecting each other
- Expressing feelings and helping children identify their emotions
- Taking care of each other

The environment, schedule, and routine of the classrooms have been carefully arranged to allow children to function easily and safely within understandable boundaries and will consider:

- The children's interests, needs, and abilities
- A balance of both active and quiet time
- A consistent yet flexible routine

Teachers will:

- Recognize children and their behaviors and actions in a positive way
- Be aware of children's activities at all times and try to intervene before a problem arises
- Will offer support, guidance and alternatives to children who need assistance
- Intervene as needed in the form of redirection

- Assist children in the process of problem solving
- Will allow children to come to their own solutions

For persistent, ongoing behavioral challenges, teachers will meet with families and other professionals to come up with an individualized plan to support the child's inclusion and success in preschool

Children's House will provide a quiet space to help children regain self-control and a child may rejoin the group when they feel ready. No child will ever be isolated or left unattended. Our focus is always on meeting the needs and interests of each and every child.

Families can assist in creating a consistent and expected routine by following the rules of the school as noted above. For your child's safety, we ask that you follow these rules, too, at pick up and drop off. When home and school both agree and act consistently, children respect and understand the rules.

- Walking not running inside.
- Adults only open doors and gates both inside and outside.
- Playing in the classrooms and playground only when a teacher is present.

The school prohibits:

- Spanking or other corporal punishment of children
- Subjecting children to cruel or severe punishment such as humiliation, verbal or physical abuse, neglect, or abusive treatment
- Depriving children of meals or snacks
- Force feeding children
- Disciplining a child for soiling, wetting, or not using the toilet
- Forcing a child to remain in soiled clothing
- Forcing a child to remain on the toilet or using any other unusual or excessive practices for toileting.

Pesticides and Herbicides

Children's House does not use any herbicides or pesticides in any area where children active. When the neighborhood uses pesticides or herbicides on the lawn in common areas, children will not be able to play outside our fence for a period of 3 days.

Complaints Any complaints about staff should be directed to the Executive Director. If there are complaints about management, they should be addressed to Board of Directors. If you are unable to get your complaints addressed in a satisfactory manner you can contact state licensing. Children's House Preschool is licensed by the Colorado Department of Human Services, Division of Child Care, 1575 Sherman St., Denver, CO 80203-1714 (303-866-5958). Our license number is 47168. This department is responsible for issuing and renewing licenses for childcare facilities and handles all questions, concerns and violations regarding licensing.

Reporting Child Abuse: State Law requires the following steps

- A. Each staff member of the preschool will read and sign a statement clearly defining child abuse and neglect pursuant to state law and outlining the staff member's personal responsibility to report all incidents of child abuse or neglect according to state law.
- B. If a teacher is helping a child in the bathroom, the door shall remain open at all times. No volunteers or parents are to accompany children apart from their own, to the bathroom, whether at the school, or on field trips.
- C. If the suspected child abuse occurred at the child care facility, the report of suspected child abuse must be made to the county department of social services, police department, or other law enforcement agency in the community or county in which the preschool is located.
- D. If the suspected child abuse did not occur at the preschool, the report of suspected child abuse must be made to the county department of social services in which the child resides or to the local law enforcement agency in the community in which the incident is believed to have occurred.
- E. Any caregiver or staff member at the preschool who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions that would reasonably result in abuse or neglect must immediately report or cause a report to be made of such fact to the county department of social services or local law enforcement agency.
- F. If you believe your child has been abused or neglected, you should seek immediate assistance from your county department of Social Services. In Boulder County, contact:

Boulder County Department of Social Services
3400 Broadway
Boulder, CO 80304
303-441-1240

For additional information, please consult:

Colorado Division of Child Care
1575 Sherman St., 1st Floor
Denver, CO 80203
303-866-5958

- G. Parents have a right to report their suspicions to the CHP Director, and all law enforcement channels. All CHP personnel and volunteers are mandated by Colorado law to report any suspicions of child abuse. If a staff member is accused of child abuse, that person shall be removed from direct contact with children until the allegations are found proven or not proven by the local Child Protective Services Agency or the equivalent agency with jurisdiction. If the investigating body substantiates the allegations, termination procedures shall be immediately initiated. No member of the Child Development Center staff shall investigate abuse allegations nor shall they interfere in any way with the Child Protective Services Agency (CPS) investigations. Parents do not have to give permission for a child to be interviewed by CPS workers investigating allegations.

Specific Strategies for Guiding Young Children at Children’s House Preschool

Children are viewed as coming to us as a blank slate with no prior experience in solving conflicts and frustrations. Teachers model, model, model how to get all needs met – physical, social, emotional, and cognitive, with language or body language signs (depending on ability or language proficiency). We describe to children how to recognize the nuances of people’s tone of voice, facial expression, and body language. All teachers and children are viewed as responsible and cooperate in making our preschool a peaceful, loving place. Peers are encouraged to offer advice to any other children who may be struggling to maintain a peaceful environment.

A positive relationship is supported with vertical age grouping so younger peers have built in peer models with their older peers. In turn, older peers have authentic teaching experiences, when instructing younger children in activities, the classroom environment, and classroom expectations for peace and safety. It requires higher thinking skills to teach someone else a skill, once that skill is mastered.

Modeling appropriate behaviors is one of the best teaching methods for young children. Children follow the examples of their elders and peers. To say one thing while exhibiting behavior that is contradictory, will cause confusion in a child, causing them to be unsure of the correct way to act. If you model suitable conduct then you will reinforce the acceptable actions that you wish to see displayed. Teachers use a variety of means to model appropriate behaviors depending on each child’s natural inclination to take in new information. Teachers may use stuffed animals or dolls to model a scenario, they may have a friend describe what to do or give reminders, they may use visual charts, or give silent signals to the child.

The schedule is designed to have children recognize their personal energy and which activity offered during open choice best meets that need. Open choice fills the first hour and fifteen minutes of each day, allowing children to start their day as they see fit. If a child requires alone time, they may choose to curl up on a cushion with a book or tape, complete puzzles, explore the science discovery table, paint, play dough or art. Socializing is supported through dramatic play, group puzzles, large block building projects, and doing art with friends. Children are also aware that after snack, they are able to go outside, and that that is a place to run, throw, jump and kick. This helps with ensuring class rules are respected without the need for teachers to say “No”, children become aware of the difference between appropriate indoor and outdoor behavior. If a teacher recognizes that a child is too energetic to start in the classroom and needs to move faster before settling, that child may run laps in the playground, or set up playground activities with a teacher before being asked to settle in the classroom

Behavior is supported by having a prepared environment ready from the moment the children arrive, with areas that are closed to the children being covered with cloth. Transitions are aided through the use of songs, a clean-up song, and welcome and goodbye song, a song to signal all the children to come to the teacher, and a song to signal that it’s time to sit quietly for story. Teachers arrive half an hour before class to ensure the environment; activities, art room and snack are completely prepared. After the children leave, teachers stay an hour to clean, make notes, restock supplies, and meet to discuss any areas of the room which may require change, or communicate progress of individual students, and next steps to follow. Ratios range from 8:1 to 6:1 based on the groups need to ensure a smooth, peaceful, enjoyable experience.

Using encouragement, instead of praise builds on a child’s abilities, instead of finalizing their effort. “Wow that’s great” sounds affirming, but teachers want the child to go beyond seeking outward affirmation and have them reflect on their own progress, effort and skills attained. We see this as a lifelong skill to cultivate. To this end we reinforce success, acknowledge their effort, point out their accomplishments, and encourage them to continue to grow.

Setting limits enables children to explore and be a part of their environment in a safe, unhindered way. It is essential to set very clear limits and stick to them. Allowing limits to be bent and broken will cause a child to question what is acceptable. Children flourish if they are sure of the rules, and have the freedom to engage within those limits. There needs to be a restriction to the number of limitations placed on a child, otherwise they will feel the desire to break all rules to satisfy their natural urge to discover. Children will always test limits, which is why consistency is of the utmost importance. Children wanting to test out an idea are brought into the problem-solving role to think through safety.

Effective communication is one of the key social skills taught at our preschool. For many children, it is their first experience in having to negotiate with peers, and adults who are not related. Teachers give children the

language they need to effectively communicate their needs and wants. They also model and instruct children in beneficial communication strategies such as volume and facial regard. Children are continually encouraged to develop a trust in language to get their needs met.

Conflict resolution and problem solving begin as teacher mediated for children that need assistance, and then develop into child initiated negotiations. Our goal is to give every child the tools required to independently resolve conflicts and frustrations. Children are encouraged to remain flexible on reaching a compromise while remaining open to help. When a child is 2 1/2 years old, it is natural for them to use physical force as a way of asserting their needs, and reacting to conflict. A teacher's job is to give them the skills to socialize in a positive manner with their peers, and use vocabulary to resolve conflicts. This is one skill that may take many children their whole preschool lives or longer to master. We do our best to assist children in mastering the language that can be used instead of physical force or relinquishing rights, and to empower children in their problem solving capabilities. We also make sure that we are present to show all children how to work towards a peaceful existence in the classroom.

Children will discover that there are consequences to their actions. Natural consequences are the most basic form of learning and will be more prominent in a child's mind. "If I push that hard, it will fall over." It also works with socializing and discipline. In most cases, a child will learn that if they push, or are physical with other peers, one of two things will happen: the peer will push back, or the peer will become upset, and then not want to play with the child. Teacher's help children to recognize the natural consequences of their actions by having the children talk to, and aid those who they have hurt, such as getting them a glass of water or icepack, or keeping them company until they feel better.

Children are taught to observe themselves, and identify their impulses and make wise decisions in keeping our school a happy and safe environment. For example, someone may throw something in class for many reasons. 1) They are angry, to which you can find the source of their anger, and offer alternative ways for them to solve the problem. 2) They want to hit a target, to which you can offer them an acceptable item to throw such as a beanbag, or make sure they know there are things to throw at outdoor time. These are just a couple of examples of how to redirect behavior, as a lot of what is termed 'misbehavior' is merely mistaken behavior which does need an outlet, but may require direction, choices, and a place to engage in that activity.

A great way to de-emphasize unwanted behaviors that do not infringe upon other children's experiences, or create safety issues, is to not give those actions any extra energy. Children may act out to get attention, and quite often will stop once they realize their intention is not going to be met. One effective way of ignoring adverse behavior is to address the child who they are with, thanking them for helping the class by their actions. Soon the other child will realize that attention is being given to the responsible peer, and may change his or her own actions. Peers are encouraged to offer invitations to create new opportunities. A child who didn't participate in clean-up will be offered the chance to do a community service job later such as wiping down the snack table or sweeping the floor, so they can receive enthusiastic appreciation for their teamwork.